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ABSTRACT

Seventeen innovative educational programs for handicapped or gifted children (preschool through secondary level) are described. The projects were among 25 awarded as part of the Foundation for Exceptional Children's Bill Geer Minigrant Award Program. Each project is described in terms of director's name, population served, location, and duration. Brief project summaries are also included. Among those cited are a circus arts program for emotionally handicapped adolescents, a living history project involving gifted and talented high schoolers, a geriatric nursing assistant program for learning disabled or emotionally handicapped high schoolers, trial sheltered employment for severely mentally retarded adolescents, career day workshops for mildly retarded students in grades 10-12, a public opinion survey conducted by gifted secondary students, and computer programing to help severely physically handicapped nonverbal students (age 9-18) in reading and spelling. (CL)

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Classroom Projects That Work

Volume 1

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Jean Harris Mack

EC 151023

A Publication of
The Foundation for Exceptional Children

Classroom Projects That Work

Volume 1

by
Jean Harris Mack

Grateful appreciation is extended to The Max and Victoria Dreyfus Foundation; Union Carbide, Inc.; and the Rockefeller Family Fund for their contributions to the Bill Geer Minigrant Award Program of the Foundation for Exceptional Children.

Because of their support thousands of handicapped and gifted children have benefited.

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1920 Association Drive
Reston, Virginia 22091

PREFACE

Since 1976 the Foundation for Exceptional Children's Bill Geer Minigrant Award Program has supported and encouraged the creation of innovative educational activities of benefit to handicapped or gifted students from pre-school through secondary levels. Awards of up to $500 are provided to educators for implementation of projects they have described within proposals submitted to the Minigrant Program. Grant recipients survive an extensive evaluation process and competition with other proposals.

Twenty-five minigrants were awarded to support projects throughout the United States, as well as one Canadian province, in 1980–81. This booklet describes a selection of those projects which serve as examples of creative and successful educational programs for exceptional students.

It is our hope that the projects described in this publication will be adopted for use by other educators, and that more teachers will be encouraged to develop innovative educational activities which meet the needs of their handicapped or gifted students.

To request an application for a Foundation for Exceptional Children Minigrant Award, send a self-addressed stamped envelope to:

Bill Geer Minigrant Award Program
Foundation for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

The Foundation's Minigrant Award Program is named after the late Bill Geer, former Executive Director of the Council for Exceptional Children.

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Circus Arts in Physical Education for Emotionally Handicapped Adolescents

CLASSROOM PROJECTS THAT WORK

Project Director: Carol Bagwell
Population Served: Emotionally handicapped students, ages 14–20
Location: Bristol Eastern High School
Bristol, Connecticut
Duration: September–June

The Bill Geer Minigrant funds were used to buy equipment at the Learning Center at Bristol Eastern High School in Bristol, Connecticut, where a Circus Arts Program was implemented for emotionally handicapped youth.

The Circus Arts Program was designed to give emotionally handicapped adolescents an individual program of physical activities. The traditional physical education settings in most high schools are generally threatening and defeating experiences for these students, given the large classes, the openness of space and structure, the lack of individual instruction and the expectation of performance. The special education teachers therefore designed the Circus Arts Program as an alternative to the traditional physical education course. Some of the skills acquired by the students include: juggling, riding a unicycle, spinning a lariat and spinning discs and plates on a twirling dowel rod. In addition, the students were expected to teach other students once the skill was mastered.

The Circus Arts Program created helping relationships through peer teaching and gave the students great satisfaction at their ability to learn and perform. The interest of the "regular" students also added a positive feeling to the student's learning experiences. As a result of the success of the Circus Arts Program, Circus Arts will be offered next year as a one credit course, five days a week.

Making History: Gifted and Talented at Work

CLASSROOM PROJECTS THAT WORK

Project Director: Robert Chanbers
Population Served: 15–20 gifted and talented students in 11th and 12th grades
Location: Millville Senior High School
Millville, New Jersey
Duration: September–August

Making History: Gifted and Talented at Work (cont.)

The gifted and talented students from Media Studies and Advanced American History courses at Millville Senior High School, Millville, New Jersey spent hundreds of hours in a unique learning experience made possible by a Bill Geer Minigrant Award.

The project entailed a search for historical "eyewitness" accounts of the meaning and perspectives of the World War I experience. The students learned skills and techniques in historical research, interviewing and the use of supportive technical equipment including tapes, video and cameras, in order to conduct personal interviews with World War I veterans. Although the students experienced a few problems pertaining to the use of the equipment and the health and mobility of World War I veterans, well over twelve hours of video taped materials were completed. Included on the video tapes were World War I film footage, slides, music, artifacts, student and teacher presentations and interviews with World War I veterans.

This project not only provided a unique learning experience for the students, it also allowed the World War II veterans that were interviewed to make a significant contribution to their community and its youth. By involving both the students and the elderly veterans in meaningful historical research, a generation gap was bridged.

While the actual project has been completed, some students continued to work on it during the summer, and substantial interest was shown for further development of the project in the succeeding school year. The minigrant made it possible to buy the equipment and supplies necessary to provide this experience.

Independent Living Skills Training

CLASSROOM PROJECTS THAT WORK

Project Director: Richard J. Cozza, Jr.
Population Served: 34 developmentally disabled students, ages 14–21
Location: Muscatatuck Special Education Center
North Vernon, Indiana
Duration: September–May

The minigrant award funds were used by the Muscatatuck Special Education Center in North Vernon, Indiana, to buy a washer and dryer to train the students in the care of personal clothing. Although a local state hospital and training center worked cooperatively with the Muscatatuck Special Education Center to provide pre-vocational and self-help skills training for those students most likely to be involved in community placement situations, the lack of funds and equipment prevented them from addressing the project's objective. Through the Bill Geer Minigrant Award, the students were provided training in independent living skills that will open doors of opportunity, allowing them to leave the institution and enter a community-based environment.

Aside from the obvious significance of de-institutionalization, the project also fostered coopera-

Independent Living Skills Training (cont.)

tion between the public school and the state hospital toward the common goal of programming, assessment and delivery of services to exceptional students.

Geriatric Nursing Assistant Program

CLASSROOM PROJECTS THAT WORK

Project Director: Rhona Glass
Population Served: 15 learning disabled or emotionally handicapped students, ages 16–19
Location: Herbert H. Lehman High School
Bronx, New York
Duration: September–June

A program was developed in the Herbert H. Lehman High School, Bronx, New York, to provide vocational skills training in a health-related field to handicapped students. As a part of this program, students were taught the social and functional skills necessary to obtain and maintain employment as a geriatric nursing assistant. Classroom activities consisted of six modules covering the role of a nursing assistant, basic skills, life skills, geriatrics, the nursing home and vital signs. In addition to the classroom activities, the students also spent time at a local nursing home assisting the staff.

While it was felt that the students in this program lacked the academic ability to obtain many health-related jobs, they were able to work as nursing assistants. Since there are more elderly people in this country than ever before, the program was developed because of the need for more geriatric nursing assistants.

The Bill Geer Minigrant Award funds made this program possible by providing funds for necessary equipment, materials and textbooks.

Halfbacks and Hustlers: A Conference for Emerging Student Leaders

CLASSROOM PROJECTS THAT WORK

Project Director: Kathleen Papagain
Population Served: 60 gifted 7th and 8th grade students
Location School District 151
South Holland, Illinois
Duration: January–May

School District 151 in South Holland, Illinois, received a Bill Geer Minigrant Award to present a one-day conference for junior high school students who are gifted with leadership abilities. While most people recognize the leadership abilities of students who hold class offices, "captain" athletic teams or have lead roles in all the school plays, the leadership abilities of students labeled as "con artists" and "hustlers" were also acknowledged by the school district through this conference. The conference, held in May, sought to promote and channel the leadership abilities of all students possessing outstanding leadership gifts.

The public and private schools within School District 151 were invited to send three seventh or eighth graders to the conference. A total of 11 schools sent participants. Through the participation of educators, youth counselors, and businessmen from the community, the conference offered sessions entitled "Making the Most of Your School Experience," "Community and Family Resources," "Peer Pressure," "How to Conduct a Meeting" and "Stage Fright." Group activities followed the sessions to allow the participants to utilize leadership styles and skills through role playing.

As a result of participation in the conference, the students indicated (through pre- and post-surveys administered on the day of the conference) that they were more aware of the responsibilities of leadership as well as their potential as leaders.

Career Day Workshops

CLASSROOM PROJECTS THAT WORK

Project Director: Karen Chaloupka
Population Served: 300 educable mentally retarded students in grades 10-12

Career Day Workshops (cont.)

Location: The Council for Exceptional Children, Chapter 947
Cleveland, Ohio
Duration: October–March

The Cuyahoga West Chapter of The Council for Exceptional Children was awarded a Bill Geer Minigrant to help them implement a "Career Day Workshop" for educable mentally retarded and learning disabled high school students in Cuyahoga County, Ohio.

The workshop, "Decisions '81," held in March, was attended by over 300 students from more than 12 area high schools. The students attended mini-sessions designed to cover a variety of careers as well as information about the independent living skills necessary to insure success in the world of work. Topics such as "Law and the Young Adult," "Careers in Hospitals," "Fast Food Jobs," "Drugs and You," "What to Do About Driving," and "Industrial Jobs" were among those offered. In addition, each student received a copy of *Career Game*, a booklet designed to help the students explore their feelings and personality for clues to a successful career choice.

The workshop was structured to enable students to take the responsibility for following their own schedule and making their own decisions in an adult manner.

A Work-Study Rally was also conducted at the workshop. It consisted of competitions between area schools in activities such as interviewing, piece rate assembly, problem solving, work-study posters, work-study displays and applications.

With the support of the Bill Geer Minigrant Award, the CEC chapter was able to provide an experience which stressed career awareness, career planning, and mature decision making with the intent of helping the students toward the goal of satisfying employment and independence.

Trial Sheltered Employment for Severely Mentally Retarded Adolescents

CLASSROOM PROJECTS THAT WORK

Project Director: Nadine Harris and Janet Hill
Population Served: One 18-year-old severely mentally retarded student
Location: Civitan Workshop
Richmond, Virginia
Duration: January–March

Trial Sheltered Employment for Severely Mentally Retarded Adolescents (cont.)

A Bill Geer Minigrant Award was used to fund the attendance of a severely retarded student at a sheltered workshop in Richmond, Virginia. Because the Richmond area has few vocational alternatives for the severely handicapped, the minigrant enhanced cooperative efforts between the only available workshop and the public schools.

The experience provided a severely retarded student with the opportunity to acquire a type of work history which could facilitate the acquisition of future rehabilitative services. The student was also afforded the opportunity to work with others who are less handicapped and to use the work production skills he learned in the school-based simulated workshop.

In addition to providing this opportunity for the student, the project also enabled the workshop and the school program to gain first-hand exposure and perspective as to the task of fully integrating the severely handicapped into workshop environments.

This project was designed to serve as the initial linkage between the public school program and the community sheltered workshop. With the help of the Bill Geer Minigrant Award, the way has been paved for future cooperative arrangements.

Exploring Ideas Everywhere in Georgia

CLASSROOM PROJECTS THAT WORK

Project Director: Barbara Respess
Population Served: 40 gifted 8th and 9th graders
Loation: Southwest High School
Atlanta, Georgia
Duration: September–June

The "Exploring Ideas Everywhere" (E.I.E.) Gifted Program at Southwest High School in Atlanta, Georgia, received a Bill Geer Minigrant Award for first-hand study of the history, culture, and folklore of the state. Although the gifted students had been learning about their own neighborhoods, their city and their county, there were no funds available to enable the students to visit historical sites throughout the state. The Bill Geer Minigrant Award enabled the students in the E.I.E. Gifted Program to take trips to the North Georgia Mountains, middle Georgia, the Georgia coast, across south Georgia and a day trip of the area around Atlanta. The students did research for the trips and wrote reports based on their experiences.

As a final activity, a Folk Fest was held for all of the students and their families to review the year's activities and share their experiences. *Folkbeat*, a folklore magazine developed by

Exploring Ideas Everywhere in Georgia (cont.)

the students, was distributed to everyone at the Folk Fest. *Folkbeat* described folklore collected by the students through their experiences at home and on the trips. By putting themselves back into the customs and traditions of the past, the students discovered their own roots. The Bill Geer Minigrant Award was instrumental in providing these valuable experiences.

Public Opinion Survey

CLASSROOM PROJECTS THAT WORK

Project Director: Vicki Warner
Population Served: Secondary gifted students
Location: Natchitoches Central High School
Natchitoches, Louisiana
Duration: September–June

The Natchitoches Parish School Board needed to collect data regarding public opinion and attitudes toward various programs and services provided by the local schools in order to determine courses of action for the future. The gifted students at Natchitoches Central High School needed a community service project to strengthen their leadership and problem-solving skills as well as encourage social and political involvement in the community. A Bill Geer Minigrant Award provided the funds to meet the needs of both the school board and the gifted students through the Public Opinion Survey project.

The project involved five major activities which consisted of 1) determining the issues to be studied, 2) planning, designing and utilizing an appropriate survey instrument; 3) learning and applying basic statistical procedures to compute the data; 4) developing and providing a multimedia presentation of the findings to the school board and the public; and 5) preparing press released articles for the local newspapers. A final report of the survey was also produced to present and explain the findings and the methodology used to conduct the survey project.

In addition to meeting the needs of the school board and the gifted students, the general public benefited by becoming better educated and more aware of the trends in Natchitoches Parish education. The future generations of the Parish will also benefit through policy decisions made by the school board based on the results of the project.

Designing Environments for Handicapped Children in Regular Classrooms

CLASSROOM PROJECTS THAT WORK

Project Director: Susan Williamson
Population Served: Handicapped children in regular classrooms, grades 3–6
Location: The Council for Exceptional Children, Chapter 312
Williamsburg, Virginia
Duration: September–June

With the integration of many handicapped students into regular classrooms, both handicapped and non-handicapped students have a need to learn how to interact with respect and understanding. Of particular importance to this process is helping students understand the similarities and differences between both groups of children.

A Bill Geer Minigrant was awarded to CEC Chapter 312 in Williamsburg, Virginia, to address this issue, in order to promote a comfortable, rewarding classroom experience, conducive to learning and positive social interactions.

The project activities included the purchase of the film series "Special Delivery," consisting of five films to help children accept handicapped peers, adjust their attitudes toward the "different" child, understand handicapping conditions, and develop realistic expectations of students with handicaps. Pre- and post-tests were designed and administered to measure the effect of the program.

A total of 314 students in regular classrooms, in grades three through six, participated in the project activities. As a result, a substantial increase in positive attitudes was evident in the students and the teachers who participated.

The film series, purchased with the help of the minigrant, will be donated to the local regional library for use throughout the area. CEC chapter members will offer in-service meetings on the use of the materials as an ongoing service to their community.

Independence in Reading/Spelling for Severely Physically Handicapped Non-Verbal (SPHNV) Students

CLASSROOM PROJECTS THAT WORK

Project Director: Spencer Thunder
Population Served: 4 SPHNV students, ages 9–18
Location: Edmonds School District, Special Services Division
Edmonds, Washington
Duration: September–June

Severely physically handicapped non-vocal (SPHNV) students must rely on another person for exploring, learning and performing in school. This dependency for vocal responses and pencil or object manipulation limits the SPHNV student's active participation, responsibility for tasks and motor feedback. Such a lack of independence causes a lack of interest on the part of the student as well as great difficulty on the part of the teacher in evaluating the SPHNV student's abilities.

The Edmonds School District, Special Service Division, in Edmonds, Washington, decided to attack this problem by designing "worksheet" computer programs which allow the teacher to individualize elements for students and which allow the students to respond by the use of a single motor movement, such as moving the head or pressing with the foot.

The Bill Geer Minigrant was awarded to the Edmonds School District to fund this project. As a result, reading and spelling programs have been developed and will be available to the SPHNV students in the district. The demonstrated benefits of the use of these programs include a more accurate assessment of the student's skills and responses and an increased rate of learning due to the fact that students can practice the skills themselves.

Learning to Sew: A Success Oriented Alternative to Traditional Remedial Techniques for the Learning Disabled Adolescent

CLASSROOM PROJECTS THAT WORK

Project Director: Iris Gotterer
Population Served: 20 learning disabled adolescents, grades 10–12
Location: John F. Kennedy High School
Long Island, New York
Duration: September–June

The learning disabled students in the resource room model of the John F. Kennedy High School, Long Island, New York, needed an alternative learning style to acquire success and obtain positive reinforcement from their peers and the professional staff to improve their self-image. The project, "Learning to Sew," was based upon the need for training in practical, lifelong skills that will complement the existing academic program.

Project activities included learning to operate a sewing machine, read a pattern, measure (using a tape measure or ruler); developing skills such as pinning, basting, ironing and finishing; maintaining a daily journal as a record of their work; and reading novels and magazine articles pertaining to careers. As a final activity, the students donated their work (stuffed animals) to a children's institution.

The Bill Geer Minigrant Award provided the necessary equipment and supplies for the resource room to offer this program. As a result, the students not only learned a skill but also had a self-fulfilling experience.

MI–PAC for Independence

CLASSROOM PROJECTS THAT WORK

Project Director: Jacki Rosenthal and Marti Cies Hadley
Population Served: 10 severely to profoundly multihandicapped students
Location: Tempe Center for the Handicapped
Tempe, Arizona
Duration: September–May

MI-PAC for Independence (cont.)

The MI-PAC is a Multi-Individual Power Accessibility Control unit which was designed and constructed to enable multihandicapped high school students to operate electrical appliances independently. The Tempe Center for the Handicapped saw a need for such a device to develop a more positive self-concept in the severely multihandicapped students enrolled in their pre-vocational class. Since no such devices are commercially available, they applied for a minigrant to obtain the materials necessary to design and construct the MI-PAC.

As a result, ten multihandicapped students were assessed for the purpose of prescribing adaptive switches, and equipment was built for their use. In most cases, this equipment will remain with each student and program recommendations for using the switches will be given to their new teachers.

The funds made available through the Bill Geer Minigrant Award made MI-PAC for Independence a reality for ten severely multihandicapped students at the Tempe Center for the Handicapped.

Accent on Career Education for Gifted Females

CLASSROOM PROJECTS THAT WORK

Project Director: Mary Louise Kocerka and Lillian Nakazato
Population Served: 30 gifted females in grades 8 and 9
Location: Gateway School District
Monroeville, Pennsylvania
Duration: September–May

Research indicates that gifted females are not as likely to choose mathematics and/or science careers as gifted males. This project was geared toward changing the attitudes of the gifted female to develop a positive personal attitude toward career decision making, with emphasis on the fields of math and science.

Approximately thirty gifted females in eighth and ninth grade participated in the project activities in the Gateway School District in Monroeville, Pennsylvania. Activities included completion of an evaluation regarding feelings about careers and self; participation in seminars on leadership, role playing, learning styles and math/science; and shadowing a person involved in a math/science related career.

Life Skills Lab: A Step Toward Self-Sufficiency

CLASSROOM PROJECTS THAT WORK

Project Director: Joellen Doyle
Population Served: Learning disabled and educable mentally retarded students in grades 8–10
Location: Brookfield High School
Brookfield, Connecticut
Duration: October–May

The special education students in grades 8 through 10 at Brookfield High School were involved in a program to learn life/recreational skills as a result of a Bill Geer Minigrant Award. Students with learning difficulties often do not pick up on social cues from their environment. Many are not able to perform the simple daily tasks of grooming, homemaking or self-organization necessary for everyday survival in society. Recognition of this problem led to the development of this program to teach social skills, communication skills and self-care skills.

Activities addressed areas such as grooming, clothing care, cooking, first aid, peer counseling and recreational/leisure time planning.

The Bill Geer Minigrant Award funds were specifically used for field trips necessary to apply what had been learned in the classroom in a practical experience. The students also participated in activities and listened to speakers on the subjects of drugs, alcohol, sex, criminal justice and civil rights. The guest speakers then accompanied the students on the field trips. The field trips included a trip to Radio City Music Hall, the broadway show *Barnum*, a day on a schooner on Long Island Sound and a visit to a crime lab at Western Connecticut State College.

Advanced Law Program for Gifted and Talented Students

CLASSROOM PROJECTS THAT WORK

Project Director: David Bushman
Population Served: Gifted and talented students in the 11th and 12th grade

Advanced Law Program for Gifted and Talented Students (cont.)

Location: Adlai E. Stevenson High School
Bronx, New York
Duration: September–June

The students in the Honors Program at the Adlai E. Stevenson High School, Bronx, New York, rarely had an opportunity to take elective courses specifically developed for them. As a result, they had little or no exposure to the American Legal System other than what they studied in American History class or saw on unrealistic TV shows or movies.

A Bill Geer Minigrant was awarded to help alleviate this problem by establishing an Advanced Law Program for Gifted and Talented Students in their junior or senior year of high school. Project objectives sought to give the students analytical skills in evaluating legal issues and an understanding of how our legal system functions and deals with current political and social problems while protecting individual rights and fundamental freedoms.

These objectives were met through activities including research to develop a paper on a legal topic of current interest, guest speakers from various law-related occupations, field trips to various law-related facilities, and mock trial exercises to prepare for participation in the Annual New York State Senior High Mock Trial Competition sponsored by the New York State Bar Association. In addition, the students in this class researched, wrote, edited and printed the first issue of the school's student law journal, the *Legal Beagle*.

Future Studies for Gifted Students

CLASSROOM PROJECTS THAT WORK

Project Director: Rita M. Hlady
Population Served: 29 gifted 7th and 8th grade students
Location: Grosvenor Park School
Saskatoon, Saskatchewan
Duration: September–June

Grim trends in world affairs—genocide, war, hostage-taking, terrorism, military coups—combined with dire predictions about energy shortages, nuclear disasters and population growth can make the future seem both bleak and foreboding to gifted adolescents. Recognizing that bright students are aware of and affected by these trends and predictions, the Grosvenor Park School in Saskatoon, Saskatchewan, applied for and received a Bill Geer Minigrant to develop a curriculum to give the students tools to examine and influence the future.

Futures Studies for Gifted Students (cont.)

As a result, "Futures" became the core of an interdisciplinary course of studies integrating the futures theme with language arts, social studies, science, psychology, health, guidance and to some extent, mathematics. Included in the curriculum were the examination of student attitudes about the future, predictions relating to the future, methods of hypothesizing, forecasting, research skills, future problem solving, scenario writing and other writing skills, science fiction, trends and discoveries in science, medicine, social sciences and possible implications of such, and examinations of attitude change or stability.

Students learned that by hypothesizing and examining the future as well as using forecasting techniques they could effect change and influence their future as well as the future of the world. As one student said, "Future studies can help us to make career, opinion and even political decisions."

A Bill Geer Minigrant Award made this experience possible.

foundation for exceptional children

PUBLICATIONS

The Foundation for Exceptional Children is an independent, tax-exempt organization. Utilizing tax-deductible support the Foundation provides information services, technical assistance and carries on grant-making activities and special projects of benefit to varied needs of exceptional children and youth.

Individualized Education Programs for Handicapped Children
A Multimedia Kit

Designed to portray the IEP process in a step by step manner. Shows teachers, administrators, parents, and students participating in development and writing of IEP's. Contents include explanation of relevant components of P.L. 94-142, linking the IEP to required educational services, effective assessment processes, reporting student level of performance, determining annual goals and short term objectives, monitoring pupil progress, administrative procedures, personnel and organizational issues. Designed for use in workshops, seminars, and conferences by teachers, administrators, and parents. Contents include three full color sound filmstrips and a copy of *A Primer on Individualized Education Programs for Handicapped Children*. 1978 $65.00

Handicapism and Equal Opportunity: Teaching About the Disabled in Social Studies.
James K. Shaver and Charles K. Curtis

A reference text for social studies practitioners at junior and senior high level. Designed to supplement history, economics, government, civics, psychology, and sociology courses. Discusses the effects of "handicapism" depriving disabled people of opportunities for participation in the political, economic, and social life of society. Contains numerous instructional suggestions and activities to help nondisabled students understand the "normal" qualities of handicapped people. Relates handicapism to employment, education, health, housing, accessibility, and social issues. Contents include definitions of handicapping conditions, examples of the achievements of disabled people, various surveys and questionnaires, materials to evaluate students' attitudes. Designed as a "how to" manual ... ready for immediate classroom use. 1981. 85 pages. ISBN 0-939068-01-X $8.95

A Primer on Individualized Education Programs for Exceptional Children: Preferred Strategies and Practices *2nd Edition*
Daniel P. Morgan

Presents workable suggestions and "best practices" regarding IEP development for handicapped or gifted students. Translates the IEP into an ongoing instructional program and provides specific criteria for evaluating the IEP. Based on recent research findings and successful implementation experiences. Highlights issues clarified by 1980 IEP policy guidelines of the US Department of Education. Contents clarify problems/questions/misconceptions about IEP issues. Includes new suggestions regarding assessment; communication between special and regular educators; annual review process; arranging special education services; distinguishing goals, objectives, and instructional plan; parents' role. Also includes subject index, annotated bibliography of additional sources, numerous sample IEP forms and checklists. Revision of original how-to manual, *A Primer on Individualized Education Programs for Handicapped Children*. 1981. 128 pp. ISBN 0-939068-02-8 $5.95

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